DOCUMENT RESUME

ED 030 973 24 EA 002 398

By-Mogar, Robert E.

Conceptual Models of Educational Processes and an Inventory of Change Processes.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No-RN-EPRC-6747-3; SRI-P-6747
Bureau No-BR-7-1013
Pub Date Nov 67
Contract-OEC-1-7-071013-4274
Note-31p.; Draft paper first presented within a Progress Report during pilot phase of EPRC.
EDRS Price MF-$0.25 HC-$1.65
Descriptors-*Conceptual Schemes, Educational Change, *Educational Improvement, *Educational Innovation, Educational Psychology, Educational Strategies, Educational Technology, *Educational Theories, Models, Perceptual Development, *Psychoeducational Processes, Taxonomy

A general, conceptual model describing the elements and sequencing of the educational process is presented with a submodel which greatly elaborates segments of the general model. The submodel orders both persons and educational techniques in terms of two major modes of perceiving the world and two major modes of judging what has been perceived. Particular educational techniques will have differential appeal and relevance to each perception-judgment life style. The uniformity, congruity, and complementary or compensatory approaches for matching persons to educational techniques are defined and discussed. The existing system of education employs primarily one form of the uniformity approach and leaves the bulk of human resources undeveloped. Work to date on an inventory of innovative educational techniques or change processes has concentrated on developing a comprehensive, reliable, and useful change process report form. The form has been applied to identified innovative techniques, and procedures have been established for integrating and applying the data collected. A copy of the form is appended. (DE)

STANFORD RESEARCH INSTITUTE
MENLO PARK, CALIFORNIA

ED030973

SRI Project 6747

November 1967

Educational Policy Research Center

Research Note

EPRC 6747-3

CONCEPTUAL MODELS OF EDUCATIONAL PROCESSES AND AN INVENTORY OF CHANGE PROCESSES

by

ROBERT E. MOGAR

Prepared for:

BUREAU OF RESEARCH
U.S. OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CONTRACT OEC-1-7-071013-4274

This Research Note was first presented as a draft paper within a Progress Report to the U.S. Office of Education prepared during the pilot phase of the Educational Policy Research Center. It does not constitute an official report of the Center. It is a record of research in progress for which the author retains responsibility. It may be altered, expanded, or withdrawn at any time.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DRAFT

EA 002 398

POLICY RESEARCH REPORT

A Policy Research Report is an official document of the Educational Policy Research Center. It presents results of work directed toward specific research objectives. The report is a comprehensive treatment of the objectives, scope, methodology, data, analyses, and conclusions, and presents the background, practical significance, and technical information required for a complete and full understanding of the research activity. The report is designed to be directly useful to educational policy makers.

RESEARCH MEMORANDUM

A Research Memorandum is a working paper that presents the results of work in progress. The purpose of the Research Memorandum is to invite comment on research in progress. It is a comprehensive treatment of a single research area or of a facet of a research area within a larger field of study. The Memorandum presents the background, objectives, scope, summary, and conclusions, as well as method and approach, in a condensed form. Since it presents views and conclusions drawn during the progress of research activity, it may be expanded or modified in the light of further research.

RESEARCH NOTE

A Research Note is a working paper that presents the results of study related to a single phase or factor of a research problem. It also may present preliminary exploration of an educational policy issue or an interim report which may later appear as a larger study. The purpose of the Research Note is to instigate discussion and criticism. It presents the concepts, findings, and/or conclusions of the author. It may be altered, expanded, or withdrawn at any time.

CONTENTS

LIST OF TABLES iii

I ELEMENTS AND SEQUENCING OF THE EDUCATIONAL PROCESS 1

II A CONCEPTUAL SUB-MODEL OF PERSONS AND EDUCATIONAL PROCESSES 5

III THREE APPROACHES TO MATCHING PERSONS TO EDUCATIONAL TECHNIQUES 10

IV INVENTORY OF CHANGE PROCESSES FOR ACTUALIZING HUMAN POTENTIALITIES 15

REFERENCES 20

APPENDIX A REPORTING FORM 21

TABLES

Table 1 Some Key Features of Perception-Judgement Combinations 7

Table 2 Extreme Features of Perception-Judgement Types Associated with Need Level 9

Table 3 Perception-Judgement Preferences and Modal Need Levels of Major Social Classes 10

Table 4 General Cataloging System 17

Draft

V A CONCEPTUAL MODEL OF EDUCATIONAL PROCESSES AND AN INVENTORY OF CHANGE PROCESSES

Robert E. Mogar

Although the conceptual models developed by a number of leading psychological and sociological theorists are relevant to understanding educational processes, no one of them seems adequate to the major task of forecasting alternative futures. Consequently, an attempt has been made to develop a general theoretical framework that either incorporates or at least is consistent with the models formulated by Abraham Maslow, Florence Kluckhohn, Erik Erikson, Kurt Goldstein, Talcott Parsons, Charles Morris, Handley Cantril, and Carl Jung. The general theoretical framework is sufficiently broad and flexible to permit the "plugging in" of more rigorous submodels for specific descriptive or forecasting functions.

I. Elements and Sequencing of the Educational Process

The general theoretical framework provides a basis for systematically describing and explaining the elements of the educational process (Figure 1) and the sequencing of the educational process (Figure 2), developmentally or at various life stages. The framework consists of five major classes of variables, namely, antecedent conditions (A), persons (B), situations (C), life stages (D), and outcomes (O). At the most general level, the schema represents the interaction of persons (B) having a given history (A) with social systems (C) to produce particular outcomes (O) at various life stages (D). As indicated in Figures 1 and 2, more specific variables may be identified within each major class of variables. The iconography of various individual or social worlds may be depicted by examining different configurations of the relevant variables across the five major variable components. The following widely recognized factors represent examples of specific variables within each major class:

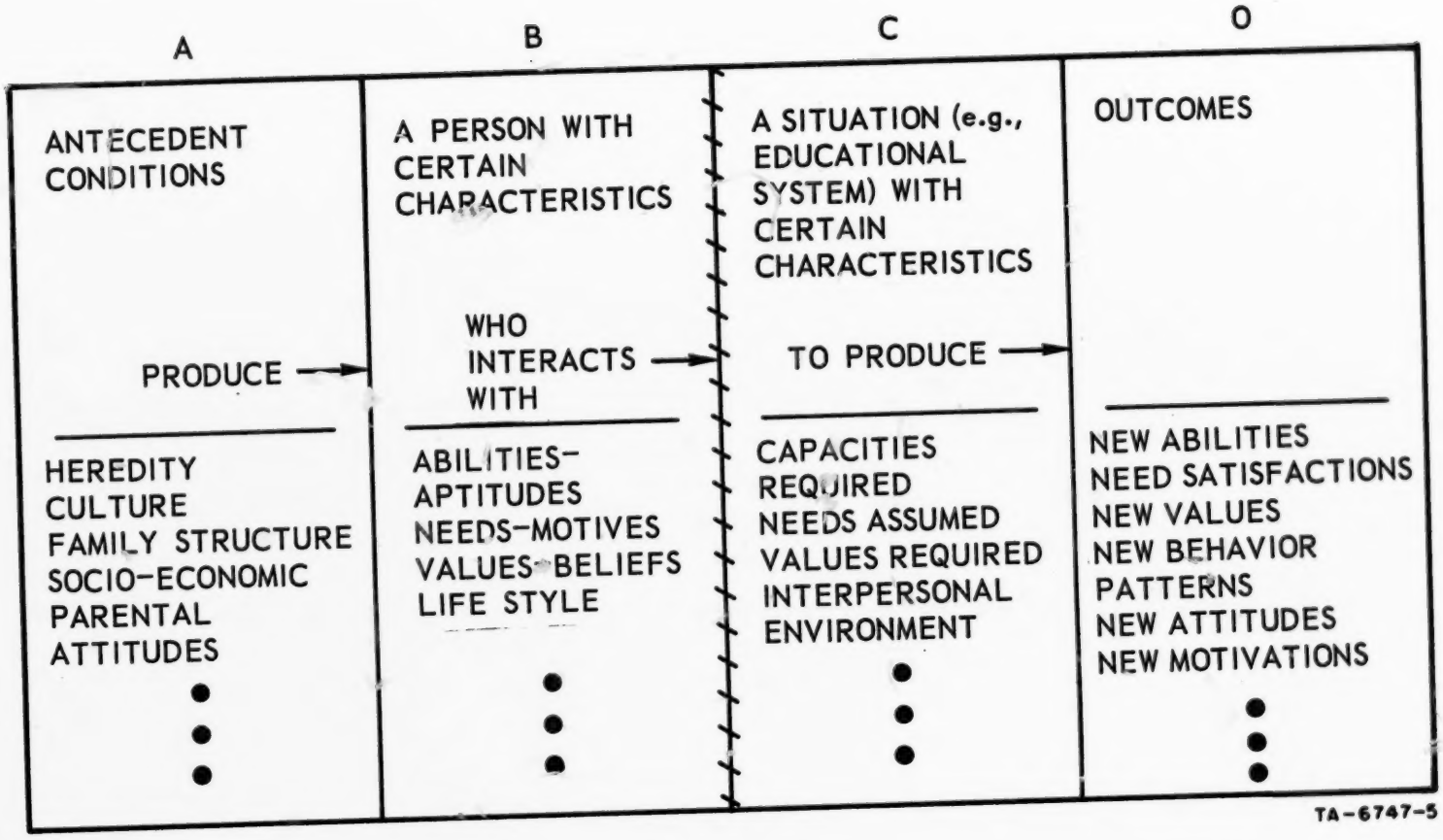

FIG. 1 REPRESENTATION OF ELEMENTAL EDUCATIONAL PROCESS

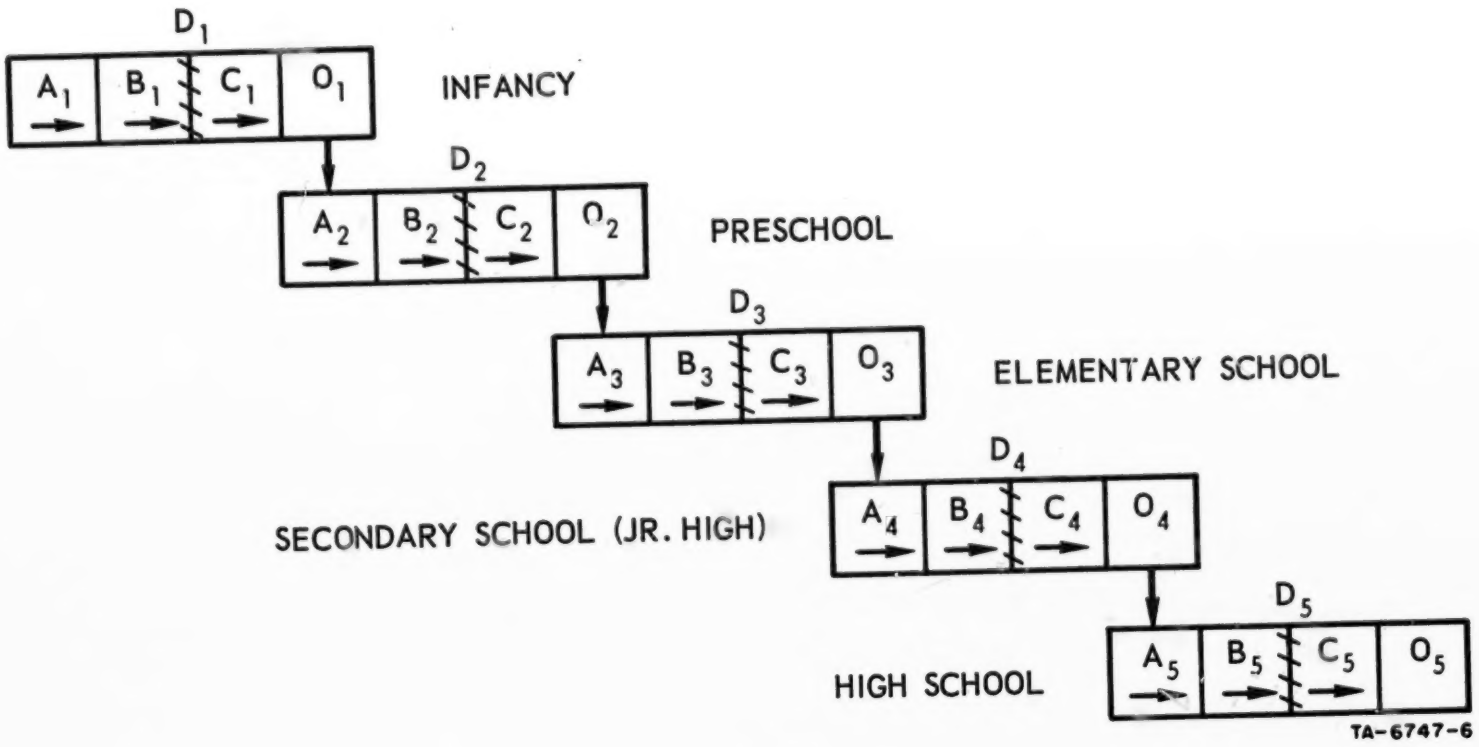

FIG. 2 SEQUENCING OF EDUCATIONAL PROCESSES

(A) Egalitarian-Communistic cultures
Patriarchal-Matriarchal families
Lower-Middle classes
Authoritarian-Permissive parents

(B) Verbal-Nonverbal abilities
Security-Self-Actualizing motives
Promethean-Dionysian values
Sensing-Thinking--Intuitive-Feeling life styles

(C) Cognitively- Affectively-oriented educational systems
Leader-Leaderless work systems
Directive-Nondirective therapy techniques

(D) Preschool children-College students

(O) Physico-Social Adaptation--Self Actualization

Focussing on a person or group at a particular moment in time, the framework may be used to study the relationship between various human capacities-needs (B) and environmental demands-opportunities (C). In specific educational contexts, one may ask: "Are capacities and demands compatible or dissonant; comparable or unequal in strength?" "Given particular capacity-demand ratios, what outcomes would be forecasted?"

For purposes of the present project, the general theoretical framework will be used as a basis for evaluating and comparing (a) the current status and impact of our educational system, and (b) alternative future educational systems, i.e., current, emerging, and potential configurations of A-B-C-D-O. With regard to empirical findings, the framework provides a common format for translating existing evidence or collecting new data from individuals, sub-groups, social classes, age groups, educational subsystems, and so on.

A number of preliminary applications of the model have already been completed. The currently available empirical evidence concerning dominant need levels, value orientations, life styles, and social class differences in American society have been summarized and integrated in comparable form. These summary data provide an estimate of current manifest human resources in the United States (relative to potential human resources).

With regard to its second major function, the framework has been used for evaluating the impact of innovative educational procedures for "affective domain" objectives, i.e., what outcomes are facilitated by specific

configurations of person-processes, subgroups-educational policies? Specific applications of the model for this purpose are described in Section II below.

The framework has also been used as a basis for predicting feasible alternative futures in terms of (a) discrepancies between latent and manifest human resources, (b) the application of different behavior-change processes to various perception-judgement-need level configurations, and (c) the application of alternative approaches to matching persons and change processes, namely, the uniformity approach, the congruity approach, and the compensatory approach. These applications of the framework are also described in Sections II and III below.

II. A Conceptual Sub-Model of Persons and Educational Processes

A conceptual sub-model that orders both persons and educational techniques in terms of four basic perception-judgement combinations is based on Jungian personality theory as operationalized with the Myers-Briggs Type Indicator (Myers-Briggs, 1962). The submodel can be readily "plugged into" the general theoretical framework as a greatly elaborated B × C configuration (see Figure 3).

The sub-model includes two major modes of perceiving and apprehending the world, that is, becoming aware of things, people, events, or ideas: (1) via the senses (conscious processes) and (2) via intuition (unconscious "inner perception"). In addition to the two perceptual modes, there are two major modes of judging, evaluating, or coming-to-conclusions about what has been perceived: (1) thinking (discriminates impersonally between true and false via rational inference) and (2) feeling (discriminates between valued and not-valued, liked and disliked).

The preference for Thinking or Feeling is entirely independent of the preference for Sensing or Intuition. Either kind of judgement can be paired with either kind of perception. Thus, four combinations occur:

1. Sensing-Thinking ST
2. Sensing-Feeling SF
3. Intuition-Thinking IT
4. Intuition-Feeling IF

As indicated in Table 1, each of these four combinations produces a different kind of personality or life style. For example, Sensing-Thinking people tend to be practical and matter-of-fact; Intuition-Feeling people tend to be enthusiastic, strongly committed, and insightful. Each individual is characterized by a preferred mode of perceiving and a preferred mode of judging (Superior functions). The opposite functions are less developed and less trusted (Inferior functions). Also presented in Table 1 are the modal occupational groups associated with each perception-judgement combination. These relationships as well as the typologies arrived at by other investigators are based on extensive empirical evidence. For example, the similar fourfold classification formulated by Holland (1966) is based on factor analyses of comprehensive personality and vocational interests data. As indicated in Table 1, Sensing-Thinking people tend to be "realistic," Sensing-Feeling people tend to be "social," Intuitive-Thinking people tend to be "theoretical," and Intuitive-Feeling people tend to be "artistic."

As soon as a preference between the two ways of perceiving is exercised, a basic difference in development begins. Whichever process a child prefers, whether sensing or intuition, he will make more use of it, pay closer attention to its stream of impressions, and fashion his idea of the world from what it shows him. The other kind of perception will be background, a little out of focus.

With the advantage of constant practice, the preferred process grows more controlled and more trustworthy. By a natural sequence of events, the child who prefers sensing and the child who prefers intuition develop along divergent lines. Similarly, the child who prefers feeling becomes more adult in the handling of human relationships. The child who prefers thinking becomes more adult in the organization of facts and ideas. Each becomes relatively adult in an area where the other remains relatively childish.

As suggested in Table 1, educational techniques as well as persons can be readily categorized according to the four basic perception-judgement combinations. Techniques that involve complex change processes (multiple

Table 1

SOME KEY FEATURES OF PERCEPTION–JUDGEMENT COMBINATIONS

People who prefer	SENSING–THINKING	SENSING–FEELING	INTUITION–THINKING	INTUITION–FEELING
Focus their attention on	Facts	Facts	Possibilities	Possibilities
And handle these with	Impersonal analysis	Personal warmth	Impersonal analysis	Personal warmth
Thus they tend to be	Practical and matter-of-fact	Sociable and friendly	Intellectually ingenious	Enthusiastic and insightful
and find scope for their abilities in	Construction Production Accounting Engineering Law	Sales Service Welfare work Public relations G.P. medicine	Management Mathematics Research Science College teaching	Creative writing Architecture Clinical psychology Psychiatry Religion
That are facilitated by techniques such as	Teaching machines Rational-Will therapies e.g., auto-suggestion	Body and sensory awareness Group therapies e.g., psychodrama Synanon games	Basic encounter groups, e.g., brainstorming T-groups Rogerian therapy	Meditation Psychedelic drugs Jungian analytic techniques Psychosynthesis
Recognized by:				
Thurstone as Interested in	Business	People	Science	Symbols
Gundlach and Gerum as	Technical	Social	Intellectual	Creative
Spranger; Allport-Vernon as	Economic	Social	Theoretical	Religious
Murray as	Practical, Skeptical, Down-to-earth		Imaginative, Subjective, Intuitive	
Holland as	Realistic	Social	Intellectual	Artistic
Ginzberg as	Leadership	Social	Individualistic	Ideological

TB-6747-67

primary components) can be assigned to more than one category. For example, brainstorming may facilitate Intuitive-Feeling activity as well as Intuition-Thinking. In terms of the sub-model, educational processes are designed to cultivate one or more perception-judgement combinations: (a) Sensing-Thinking techniques cultivate technical-scientific capacities; (b) Sensing-Feeling techniques cultivate sensory-physical capacities and social skills; (c) Intuition-Thinking techniques cultivate conceptual-scientific capacities; and (d) Intuition-Feeling techniques cultivate intuitive-affective capacities.

Particular educational techniques will have differential appeal and relevance to each perception-judgement life style. An individual's receptiveness to a given technique as well as the nature and extent of potential benefit obtainable from that technique are primarily a function of: (a) his perception-judgement preference; and (b) his dominant need level (along a deficiency-growth continuum).

Dominant need level as well as perception-judgement preference is an important variable in determining the probable impact on a given educational process on a given individual. For example, the Montessori method is essentially an Intuition-Thinking technique. Although Montessori would be most congruent with Intuitive-Thinking children, the method would certainly have differential appeal and relevance to a child with basic security needs in contrast to a child with prepotent needs of love and belongingness.

As suggested in Table 2, perception-judgement preferences may have entirely different behavioral manifestations depending upon dominant need level. More generally, characteristic ways of expressing unsatisfied deficiency needs are associated with each basic life style.* Conversely,

---

* With regard to the characteristic ways of expressing unsatisfied deficiency needs, there is a mass of empirical evidence supporting the relationships indicated in Table 2 (see e.g., Hollingshead & Redick, 1958; Myers-Briggs, 1962; Strupp, 1962). For example, hysterical patients, alcoholics, juvenile delinquents and manic patients have been found to be strongly other-directed, extrapunitive, field-dependent, and anti-intraceptive (Witkin, et al., 1962). In short, the same attributes found to characterize poorly functioning Sensing-Feeling persons (Myers-Briggs, 1962).

Table 2

EXTREME FEATURES OF PERCEPTION-JUDGEMENT TYPES ASSOCIATED WITH NEED LEVEL

	Need Level		Major Religious "Paths"	
Perception-Judgement Types	Deficiency	Growth	Western[1]	Eastern[2]
Sensing-Thinking	Compulsions Psychosomatic problems: Migraine Ulcers Phobias	Efficiency and Achievement	Work	Bodily Control
Sensing-Feeling	Hysteria Alcoholism Anti-social behavior Manic behavior	Sensitivity and Lovingness Toward others	Love	Love
Intuitive-Thinking	Anxiety Depression Insomnia	Knowledgeable and Wise	Knowledge	Control of Thought
Intuitive-Feeling	Hallucinations Delusions Autism	Enlightenment and Serenity	Psychological Experience (inner quest)	Philosophical Insight

1. Huston Smith in the Religions of Man.
2. John Mann in Changing Human Behavior.

TA-5747-99

characteristic ways of expressing growth motivation or self-actualizing tendencies are associated with each basic life style. As indicated in Table 2, these "ways" conform closely to the major Western as well as Eastern religious "paths." These isomorphisms provide additional justification for a pluralistic educational system that recognizes and nurtures individual differences in life style and need level.

The importance of considering a multiplicity of perception-judgement-need level configurations in designing educational systems is exemplified by the striking differences between social classes. The perception-judgement preferences and modal need levels of each social class is presented in Table 3. The uniqueness of each social class demonstrates clearly the wide differences in the educational requirements of individuals which are either ignored or discouraged in a system that subjects all participants to a uniform mode of instruction.

Table 3

PERCEPTION-JUDGEMENT PREFERENCES AND MODAL NEED LEVELS OF MAJOR SOCIAL CLASSES

Social Class	Perception-Judgement Preference		Modal Need Level
	Primary	Secondary	
Lower	Sensing-Feeling	Intuition-Feeling	Physiological
Working	Sensing-Thinking	Sensing-Feeling	Safety
Middle	Sensing-Thinking	Sensing-Feeling	Belongingness
Upper-Middle	Sensing-Thinking	Intuition-Thinking	Esteem

TA-6747-7

III. Three Approaches to Matching Persons to Educational Techniques

At the present time, our educational system employs Sensing-Thinking techniques primarily (technical-scientific) and Sensory-Feeling techniques secondarily (esp. socialization techniques). As indicated in Figure 3, this is one of four possible uniformity approaches, that is, all people being subjected to the same educational process.

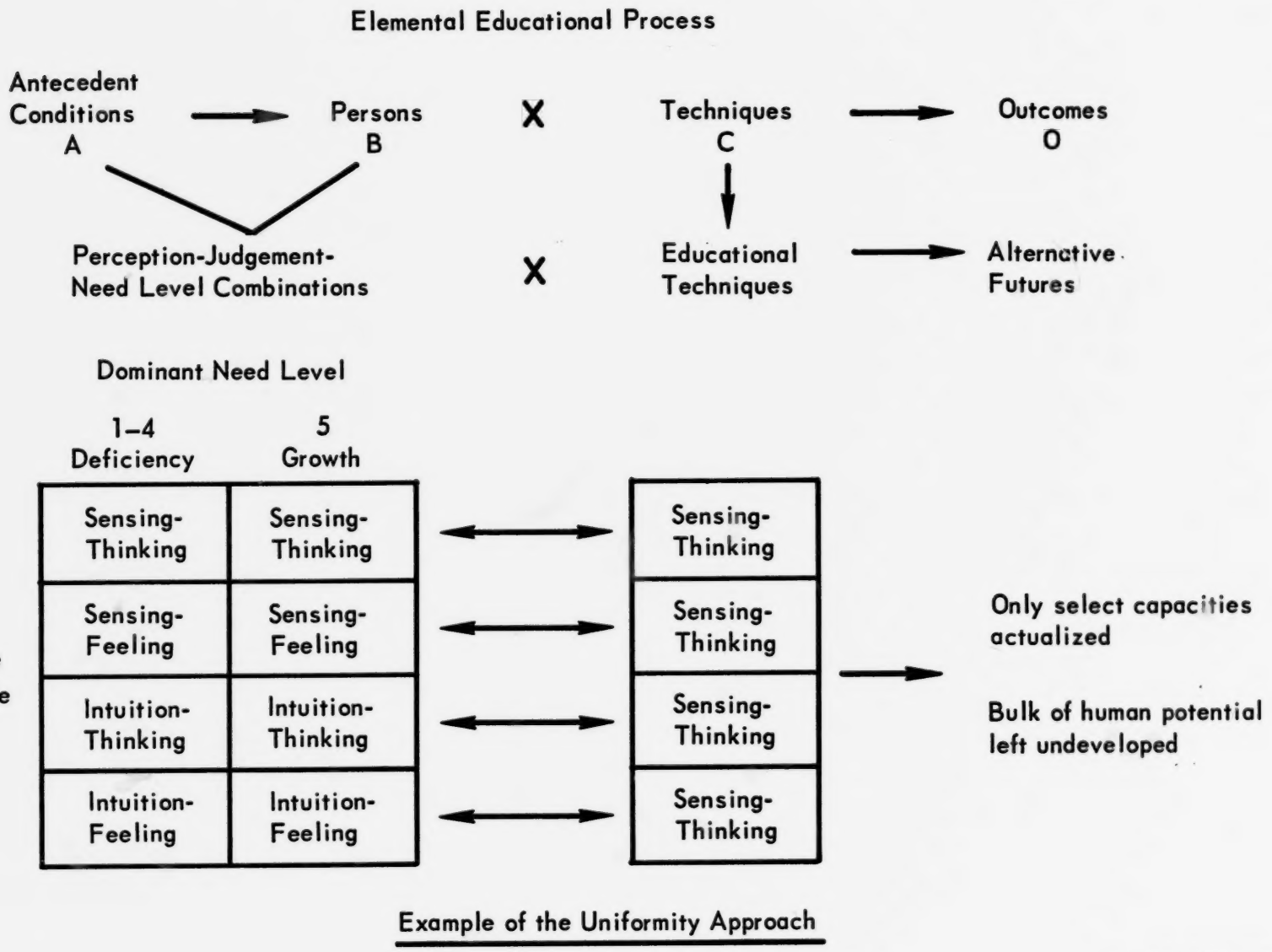

FIG. 3 RELATIONSHIP BETWEEN PERCEPTION–JUDGEMENT–NEED LEVEL CONFIGURATIONS AND THE ELEMENTAL EDUCATIONAL PROCESS

The major shortcoming of the uniformity approach is that it ignores individual differences in perception-judgement preferences and dominant need levels. The result is a high degree of specialization regarding cognitive capacities and undeveloped potentialities in the "affective-intuitive" domain.

Each of the remaining three classes of techniques (sensing-feeling, intuitive-thinking, intuitive-feeling) could be substituted uniformly yielding three different alternative futures, for example, sensory-feeling techniques would tend to produce a hedonistic, other-directed population. Any one of the four uniformity approaches would develop highly select capacities, in compatible individuals only, leaving the bulk of human resources undeveloped.

An alternative strategy is the congruity approach, that is, individuals of a given life style would be exposed to comparable educational techniques. As indicated in Figure 4, the congruity approach would maximally develop dominant capacities but tend to produce "one-sided" people. Less accessible potentialities would remain undeveloped. The social result would be a high degree of diverse specialization rather than singular specialization such as would result from the uniformity approach.

The congruity approach would be most congenial to deficiency motivated people since it appeals to manifest potentialities that are most easily actualized. This approach would be most appropriate in a society whose citizens were preoccupied with sustenance. In short, a society that could not afford to devote a share of its energies to developing latent potentialities.

A third strategy is the complementary or compensatory approach in which individuals of a given life style would be exposed to techniques opposite to that life style. As indicated in Figure 5, individuals of a given life style would be progressively exposed to techniques that appeal to less accessible capacities. The compensatory approach presupposes maximum development of dominant capacities. In other words its effectiveness would require relatively strong self-actualizing

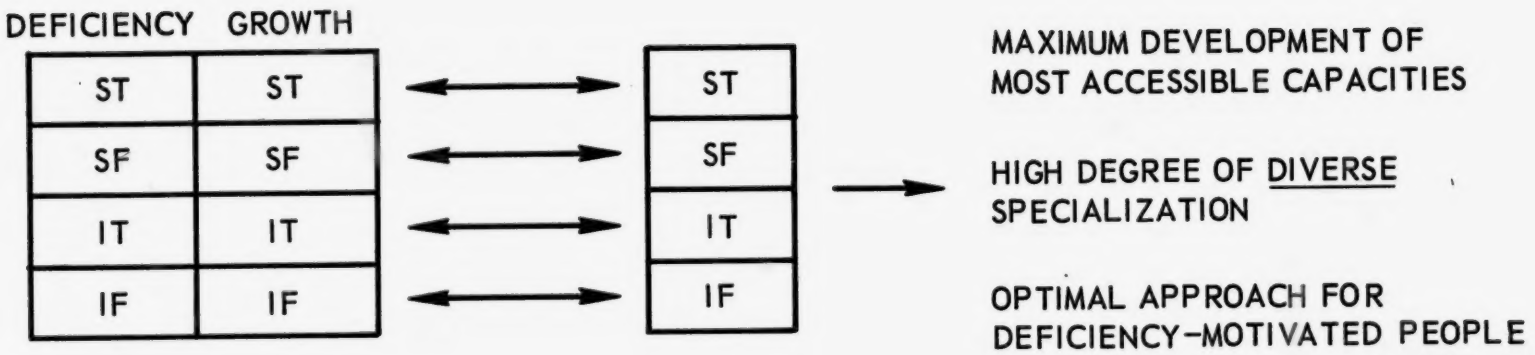

FIG. 4 THE CONGRUITY APPROACH

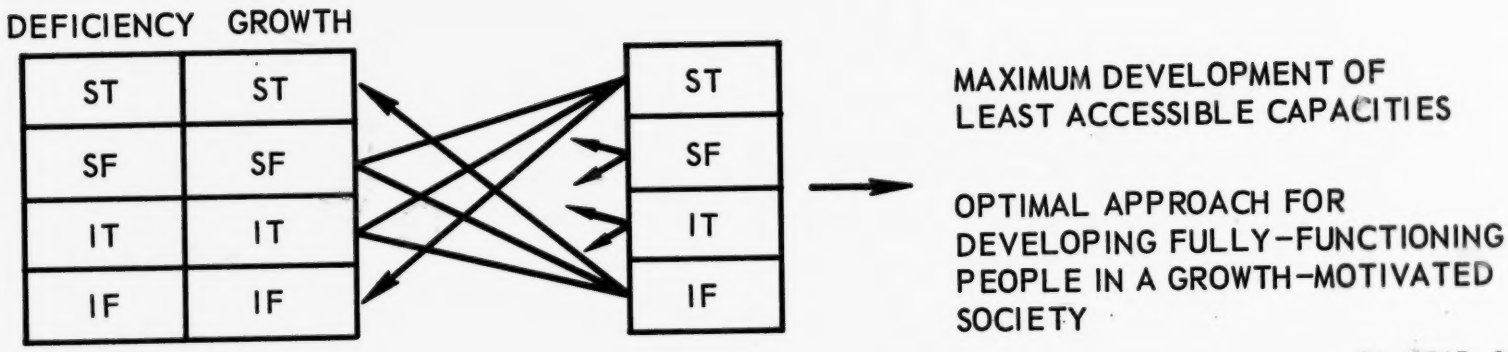

FIG. 5 THE COMPENSATORY APPROACH

tendencies. Otherwise, the exposure would be threatening and overwhelming. The compensatory approach is geared directly to developing latent potentialities. It would be most desired by growth-motivated or self-actualizing individuals, that is, those with mature manifest capacities and relatively undeveloped complementary capacities. Such capacities would constitute potential "strengths" rather than "weaknesses."

Two generalizations follow from this analysis: (1) The higher the dominant need level, the more receptive an individual would be to compensatory techniques and the more likely he would be to benefit maximally from them. Conversely, (2) The lower the dominant need level, the more receptive an individual would be to congruity techniques and the more likely he would be to benefit maximally from them.

As a further application of the sub-model, it should be possible to characterize various alternative futures, by specifying distinct configurations of the four major components in the sub-model, namely,

(a) Life Styles (ST, SF, IT, IF)

(b) Need Levels (Security, Belongingness, Esteem, Self-Actualization)

(c) Educational Techniques (ST, SF, IT, IF)

(d) Educational Approaches (Uniformity, Congruity, Compensatory)

IV. Inventory of Change Processes for Actualizing Human Potentialities

As a further step toward identifying and forecasting alternative futures, an inventory of innovative educational techniques or change processes has been undertaken. For this purpose, a comprehensive reporting form was developed together with a detailed set of instructions for its use (see Appendix A). The inventory form was constructed, pre-tested, and revised a number of times in order to maximize its inclusiveness and insure high inter-judge reliability. It was developed to systematically describe highly diverse change processes along comparable dimensions that have relevance to understanding what makes them work, who they work with, and how they might be applied within educational systems.

To date, well over 100 innovative techniques have been identified--approximately one-half of which have already been carefully inventoried using the report form constructed for this purpose. As indicated in Table 4, a wide range of potentially effective change processes has been identified and inventoried. The list reflects the increasing convergence of educational processes, techniques of psychotherapy, and creative problem-solving procedures. Since the current educational system concentrates primarily on the technical-cognitive domain, most of the change processes studied thus far have been deliberately chosen to emphasize the affective-intuitive domain.

In terms of the general theoretical framework and Jungian-based sub-model, the present educational system may be summarized as follows. The current system is geared to: (a) deficiency-motivated individuals; (b) Sensing-Thinking and Sensing-Feeling individuals; (c) the Uniformity Approach; (d) developing rational human resources (cognitive domain); and (e) developing sensory-thinking and select sensing-feeling capacities, namely, knowledge acquisition and enculturation.

In contrast, the major focus of the techniques inventoried has been on: (a) growth-motivated as well as deficiency-motivated individuals; (b) Intuition-Thinking and Intuition-Feeling individuals; (c) the Congruity and Compensatory Approaches; (d) developing nonrational human resources (affective domain); and (e) developing Intuition-Thinking and Intuition-Feeling capacities, for example, imaginal and divergent thinking, access to wider dimensions of space, time, and self.

To facilitate integration of the techniques inventoried as well as possible applications, a cross-referencing system will be used. Each technique inventoried will be referenced along the following key dimensions (numbers in parenthesis refer to numbered items in the reporting form):

1. Context (5) Psychotherapy, Special Education, etc.
2. Focus (7) Self-Image, Motivation, etc.
3. Objectives (8) Perceptual Sensitivity, Spiritual Growth, etc.

Table 4

GENERAL CATALOGING SYSTEM

Awareness, behavior and feelings (1-99)

- Verbal, dyad therapy
- Sensitivity training group
- Focusing (Gendlin)
- Synanon
- Psychodrama

Awareness, sensory and body (100-199)

- Body awareness
- Sensory awareness

Behavior pattern change (direct) (200-299)

- Behavior therapy
- Operant conditioning
- Hypnotherapy

Motivation change (direct) (300-399)

- Achievement motivation training
- Advertising, salesmanship
- Propaganda
- Will therapy, Recovery
- Assertion, self-expectation training

Self-image change (direct) (400-499)

- Autosuggestion (Psychocybernetics)
- Ideal models (Psychosynthesis)
- Fixed role therapy (Kelly)

Use of integrative symbols, imagery (500-599)

- "Constructive technique" (C. G. Jung)
- Directed imagery (Assagioli, Leuner, Desoille)
- Ritual, symbols in religion

Exploration of consciousness (600-699)

- Meditation, contemplation
- Hatha yoga
- Psychedelic drugs ("large dose")
- Brainwave conditioning

Environmental change (700-799)

- Organizational change (Argyris, etc.)
- Changing family setting
- Milieu therapy
- Wanderjahr

Improving bodily functioning (800-899)

- Speed reading
- Massage, muscle relaxation
- Athletic skill training

Not classifiable as any of above (900-999)

4. Need Level (9-10) Deficiency-Security, Growth-Self-Actualizing, etc.
5. Conceptual Model (11) Behavioristic, Creationist, etc.
6. Primary Components (22) Inner Imagery, Self-Disclosure, etc.
7. Applicable stages of life (24) Preschool, Early Adult, etc.
8. General Cataloging System (Table 4) Awareness, Bodily Function, etc.

All techniques inventoried will be further ordered in terms of the four perception-judgement combinations. Focus and Objectives convert quite well to the Jungian system and thus provide a convenient basis for reclassification. As suggested above, a given technique may be assigned to more than one perception-judgement category depending upon the number of primary components involved.

A multi-dimensional cross-reference system rather than a reductive analysis (to common components, processes, objectives, etc.) will be carried out so that the uniqueness of each technique is retained. Although many of the techniques or change processes inventoried are highly similar, each one has distinctive features that seem essential to its effectiveness. The cross-referencing system provides a useful basis for ordering and integrating highly diverse processes. With regard to possible applications, the system insures a high degree of flexibility and "goodness of fit" between teachers, students, and techniques.

In summary, work to date with the inventory has concentrated on developing a comprehensive, reliable and useful change process report form, employing the form with identified innovative techniques, and establishing procedures for integrating and applying the data collected. An important aspect of this ongoing work concerns the "mechanisms" of change, that is, the explanatory bridge between persons (B) and techniques (C). There is some evidence, primarily in psychotherapeutic research literature, suggesting a limited number of such "mechanisms" that seem to account for at least the largest part of change in personal functioning following intervention--educational, psychotherapeutic, experimental, or religious (Hobbs, 1962; Goldstein and Dean, 1966; Mann, 1964; Mahrer, 1966). These data, in addition to those developed on this project, are being employed in a continuing search for adequate conceptual models.

REFERENCES

Goldstein, A. and Dean, S., "Psychotherapy of the Psychology of Behavior Change," John Wiley, New York, 1966.

Hobbs, N., "Sources of Gain in Psychotherapy," The American Psychologist, 1962, No. 17, pp. 18-34.

Holland, J., "The Psychology of Vocational Choice," Blaisdell Publishing Co., Waltham, Massachusetts, 1966.

Hollingshead, A. and Redlich, F., "Social Class and Mental Illness," John Wiley, New York, 1958.

Mann, J., "Changing Human Behavior," Charles Scribners Sons, New York, 1964.

Mahrer, A., "The Goals in Psychotherapy," Appleton-Century-Crofts, New York, 1966.

Myers-Briggs, "Manual for the Myer-Briggs Type Indicator," Educational Testing Service, Princeton, New York, 1962.

Smith, H., "Religions of Man," Mentor, New York.

Strupp, H., "Research in Psychotherapy (Vol. II)," American Psychological Association, Washington, 1962.

Witkin, H. et al., "Psychological Differentiation," John Wiley, New York, 1962.

Appendix A

REPORTING FORM

Appendix A

REPORTING FORM

INVENTORY OF CHANGE PROCESSES FOR
ACTUALIZING HUMAN POTENTIALITIES

Number _____

Reporter _____ Date _____

(1) Name of process, method or technique _____

(2) Name of system, if applicable _____

Other techniques in system (by number) _____

(3) Name of organization where used _____

Other organizations using technique _____

(4) Orginator of technique _____

Major reference _____

(5) Context:

☐ Psychotnerapy ☐ Regular education ☐ Special or informal education

☐ Organized religion ☐ Esoteric group or cult ☐ Work improvement or management development

☐ Other (describe)

Other contexts where used _____

(6) Setting (hospital, clinical facility, office, meeting room, prison, work environment, out-of-doors, home, anyplace, etc.):

_____

✓ (7) Focus of direct change:

Primary

S ☐ a. Environment

F ☐ b. Motivation

SF ☐ c. Behavior patterns

IF ☐ d. Self-image

S ☐ e. Perceptions of others and environment

T ☐ f. Perception of own behavior

TS ☐ g. Perceptions of physical self

F ☐ h. Awareness of own feelings, inner life

I ☐ i. Awareness of consciousness

Secondary (none, one or more as appropriate)

✓ (8) Objectives--primary (P) and secondary (S)

ST Relief of "symptoms"

IF Self-understanding

SF Improved interpersonal relationships

ST Work effectiveness (✓ productivity, ___ IF creativity, ✓ leadership)

SF Improved self-expression (___ cognitive, ✓ emotional, ✓ physical, ___ moral, ✓ aesthetic)

IF Value-belief changes

SF Attitude-motivation changes

IF Access to and utilization of unconscious processes

IF Access to unusual states of consciousness

SF Increased perceptual sensitivity

SF Improved bodily functioning (✓ sensory skills, ___ manual skills, ✓ organ systems, ✓ muscle tensions)

IF Enlightenment, spiritual growth

SF Enculturation, indoctrination, inculcation

IF Freeing to live creatively, integration of mind-body-spirit-will

___ Other (describe)

✓ (9) Clientele seen as

___ deficiency-motivated, problem-oriented, or neurotic

___ growth-motivated, normal to superior functioning

✓ (10) Clientele seen as

ST very concerned with security needs

SF very concerned with belongingness needs

ST very concerned with self-esteem needs

I F XXXX ___ primarily concerned with growth toward self-realization

___ in need of development of motivation

___ in need of redirection of problem-solving efforts to a more socially acceptable form

✓ (11) Classification of conceptual model used by practitioners

☐ Behavioristic
☐ Dynamic psychology
☐ Existential-humanistic
☐ Creationist
☐ Transhumanistic, metaphysical
☐ None specific

(12) Assumption implicit that

☐ growth motivation and knowledge of preferred direction are both innate, or

☐ motivation for change is innate, but knowledge of preferred directions is learned from the culture, or

☐ both motivation for change and choice of direction of change are learned or are the result of conditioning

(13) Key terms and concepts used in "explanation"; rationale

(14) Major theoretical influence (authors): _____

_____

_____

(15) Temporal structure: Time Unit _____

Frequency at which repeated _____

Overall duration _____

(16) Non-interpretive description of procedure (append example of good application of technique)

(17) Description of procedure as subjectively experienced by participant (append verbatim descriptions by participants)

(18) Description of sequencing of parts of technique, or elements in system, as appropriate:

(19) Percentage of time typically occupied with verbal action _____

(20) Approximate percentage of time typically spent in

___ talking about things

___ talking about persons

___ talking about ideas

___ expressing feelings about past experiences

___ expressing present feelings

___ simultaneous sharing of feelings among two or more persons

___ individual activity (art work, meditation, body activities, etc.)

(21) Degree of structure:

☐ Minimally structured ☐ Loosely structured

☐ Moderately structured ☐ Highly structured

(22) Essential (P) and secondary (S) components used in technique or process:

___ Providing alterations in the permanent environment which facilitate, encourage, and account for change

___ Providing for practice and positive reinforcement of desired behavior patterns

___ Negative reinforcement of undesired behavior patterns

___ Changing self-image directly

- ___ through autosuggestion
- ___ through "ideal models," role playing, etc.
- ___ through identification with a person or a group
- ___ through feedback from significant others, celebration, etc.

___ Relationship in depth with one or more other persons

- ___ characterized by openness and honesty of observation and reporting
- ___ characterized by safety to recognize and express feelings with reduced risk of undesired consequences

___ Cultivation of self-awareness

- ___ through self-observation of own behavior
- ___ through body movement, physical expression
- ___ through attention to sensory experience
- ___ through attention to body sensations
- ___ through attention to inner feelings and thoughts

___ Confrontation with unworkability of one's present approach

___ "Breaking set," confrontation with unexpected situation or response, "upending"

___ Temporary alteration of sense-data input

- ___ through sensory overload
- ___ through marked deprivation of sensory input

___ Self-disclosure, confession, catharsis

___ Overt expression of preconscious and/or unconscious (in verbal or visual media, spontaneous action, creative expression, etc.)

___ Generation of and response to inner imagery

___ Focusing the attention on transforming thoughts, symbols, images

___ Focusing consciousness on a thoughtless, feelingless state

___ Facilitating experiencing of unfamiliar states of consciousness (as by fasting, exhaustion, psychedelic drugs, etc.)

___ Identification, "becoming one," with other (person, object, nature)

___ Other (describe)

___ Other (describe)

(23) Client group: size:

___ Individual
___ Dyad
___ Small group (3-8)
___ Medium-sized group (9-20)
___ Large group (over 20)
___ Mass audience

(24) Most applicable stage of life:

___ Infancy
___ Preschool
___ 6-12
___ 12-20
___ Early adult
___ Late adult

(25) Clientele expectation (type of growth, symptom removal, deficiency compensation, complaint correction, etc.)

(26) Criteria used to indicate that the desired change has taken place (increased productive output, reported feelings of well-being, religious conversion, happier marriage, drinking stopped, feeling of self-understanding, increased self-esteem, belief changes, etc.)

(27) Assessment techniques used:

___ Tests, ratings (describe or identify)
___ Testimonials, self-reports by clients
___ Anecdotal or verbal evaluation by leader
___ Taped or verbatim records of proceedings
___ None used

(28) References reporting assessment data:

_____

_____

_____

(29) Typical referral (self, physician, friends, work organization, recruitment by leader, published announcements or brochures, etc.)

(30) Target marital status (married, single, divorced, parent, or irrelevant)

(31) Target socio-economic level (upper-middle, middle-middle, working, lower class, or irrelevant; minority group, culturally deprived, gifted, etc. if relevant)

(32) Usual clientele educational level: (a) context (preschool, elementary, secondary, etc.) or (b) attainment (dropout, high school minimum, college, etc.)

(33) Is a leader (therapist, guru, trainer) necessary? _____

(34) If a leader is used, state

a. most important personal qualities of,

b. special skills necessary

(35) Does leader select clients from applicants? _____ If so, what are criteria for selection and/or rejection?

(36) Additional comments